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ABSTRACT

This Framework for Teaching English is based closely on the Programmes of Study for English in the revised National Curriculum (England) of 2000. Its primary aim is to equip all students for the world in which they will live and work--a world which places a high premium on the written and spoken word, where reading and writing permeate every aspect of life. The Framework is the starting point for a fresh approach to teaching and learning which is key to the whole Key Stage 3 strategy. The purposes of the Framework are: to set out teaching objectives for students in Key Stage 3 to ensure that they will build on their achievements in elementary school; to provide a basis for target-setting; to ensure that students entering Key Stage 3 below Level 4 are supported to catch up; to provide guidance for teachers to use these objectives to plan appropriately challenging work for their students; to enable headteachers and curriculum managers to set high and consistent expectations for achievement; and to promote continuity and progression between Key Stage 2 and Key Stage 3. Following a Foreword, the Framework is divided into these sections: (1) Rationale (Introduction; Structure of the Framework; Covering the National Curriculum; Approaches to Teaching and Learning; Planning and Assessment); (2) Teaching Objectives: Years 7, 8, and 9; (3) Appendices (Planning exemplars; Name tags; Key Stage 3 spelling lists); and (4) Additional Guidance on Inclusion (Inclusion; Including Pupils with Special Educational Needs; Pupils Learning English as an Additional Language; Supporting and Challenging Gifted and Talented Pupils). (NKA)

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Framework for Teaching English: Years 7, 8 and 9.

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Framework for teaching English, Years 7, 8 and 9

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Foreword

Language lies at the heart of the drive to raise standards in secondary schools. It is the key to developing in young people the capacity to express themselves with confidence, to think logically, creatively and imaginatively and to developing a deep understanding of literature and the wider culture. For these reasons, it is in all our interests to work together to provide clear and ambitious goals for all pupils in their reading and writing.

The *Framework for Teaching English: Years 7, 8 and 9* sets out an ambitious agenda for all abilities. It contains challenges to stretch the gifted and talented, and an imperative to act quickly to bring underachieving pupils up to the level of their peers. Most of all, it equips all pupils for the world in which they will live and work – a world which places a high premium on the written and spoken word, where reading and writing permeate every aspect of life, and where pleasures often derive from good discussion, excellent books and the power of writing.

The Framework is the starting point for a fresh approach to teaching and learning which is key to the whole Key Stage 3 strategy. To learn well, pupils must be inspired, challenged and engaged. The Framework and the training that goes with it will offer teachers a new chance to hone and develop their teaching skills and to share with others how best the ambitions of the Framework can be realised.

We have much to celebrate and build on. We have already seen from primary colleagues that pupils can be brought on quickly and in significant numbers, and we have a responsibility to carry this momentum forward into Key Stage 3, particularly for boys, and especially in writing.

I commend this Framework to you as a resource for improving teaching and learning in Key Stage 3. Thank you for your continued enthusiasm and commitment, which remain central to the success of the strategy.

David Blunkett

The Rt Hon David Blunkett MP
Secretary of State for Education and Employment
March 2001

section 1

Section 1 Rationale

Introduction

The Key Stage 3 National Strategy is part of the government's commitment to raise standards in schools. Effective literacy is the key to raising standards across all subjects, and equipping pupils with the skills and knowledge they need for life beyond school.

The National Literacy Strategy for primary education was established in 1997 with ambitious targets for attainment at age 11. Primary pupils are already well on the way to achieving these targets. The challenge for Key Stage 3 is to secure and build on these achievements. It will require the effective teaching of literacy skills, raised expectations of all pupils, and prompt, effective catch-up support for those who need it.

A national pilot starting in September 2000 began to address this challenge, drawing on the experience and success of the primary Literacy Strategy, and the ever-growing wealth of experience and research into what helps to raise standards in secondary education.

The purposes of this document are:

- to set out teaching objectives for pupils in Key Stage 3 which will ensure that they build on their achievements in primary school;
- to provide a basis for target-setting;
- to ensure that pupils entering Key Stage 3 below Level 4 are supported to catch up;
- to provide guidance on how teachers can use these objectives to plan appropriately challenging work for their pupils;
- to enable headteachers and curriculum managers to set high and consistent expectations for achievement;
- to promote continuity and progression between Key Stage 2 and Key Stage 3.

The *Framework for teaching English* is based closely on the Programmes of Study for English in the revised National Curriculum of 2000. Framework objectives for Years 7, 8, and 9 provide a framework for progression and full coverage of the English Order.

The notion of literacy embedded in the objectives is much more than simply the acquisition of 'basic skills' which is sometimes implied by the word: it encompasses the ability to recognise, understand and manipulate the conventions of language, and develop pupils' ability to use language imaginatively and flexibly. The Framework also encompasses speaking and listening to

support English teachers in planning to meet the full demands of the National Curriculum, and to tie in the development of oral skills with parallel demands in written text.

English teachers have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively, but this document also addresses other subject staff. Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy.

The overall aim of the Framework is to enable all pupils to develop sophisticated literacy skills. By the end of Year 9, we expect each pupil to be:

a shrewd and fluent independent reader:

- orchestrating a range of strategies to get at meaning in text, including inferential and evaluative skills;
- sensitive to the way meanings are made;
- reading in different ways for different purposes, including skimming to pick up quickly the gist of a text, scanning to locate specific information, close reading to follow complex passages and re-reading to uncover layers of meaning;
- reflective, critical and discriminating in response to a wide range of printed and visual texts.

a confident writer:

- able to write for a variety of purposes and audiences, knowing the conventions and beginning to adapt and develop them;
- able to write imaginatively, effectively and correctly;
- able to shape, express, experiment with and manipulate sentences;
- able to organise, develop, spell and punctuate writing accurately.

an effective speaker and listener:

- with the clarity and confidence to convey a point of view or information;
- using talk to explore, create, question and revise ideas, recognising language as a tool for learning;
- able to work effectively with others in a range of roles;
- having a varied repertoire of styles, which are used appropriately.

The Structure of the Framework

Organisation

The Framework extends the Word, Sentence and Text level organisation of the primary Framework. The purpose of the Word and Sentence level objectives is to secure proper attention to the skills of spelling vocabulary, sentence construction, grammar and style, which underpin excellence in Text level work. There are however links to be made between objectives in each column.

Reading and writing objectives have been laid alongside each other in the Text level column to reflect the growing demands of this section of the curriculum, but this does not diminish the importance of the Word and Sentence level. A further column contains objectives for speaking and listening. These objectives build on the specific expectations for primary pupils in the Qualification and Curriculum Authority (QCA) document 'Teaching Speaking and Listening at Key Stages 1 and 2'.

Key Stage 3
English

Word level	Sentence level	Text level		
		Reading	Writing	Speaking and Listening
• Spelling • Spelling strategies • Vocabulary	• Sentence construction and punctuation • Paragraphing and cohesion • Stylistic conventions • Standard English and language variation	• Research and study skills • Reading for meaning • Understanding the author's craft • Study of literary texts	• Plan, draft and present • Imagine, explore, entertain • Inform, explain, describe • Persuade, argue, advise • Analyse, review, comment	• Speaking • Listening • Group discussion and interaction • Drama

The list of objectives does not imply that teachers should approach them in isolation or teach them in a reductive way. Objectives benefit from being taught explicitly and from being identified and deployed in context. Planning should draw together objectives from Word, Sentence and Text level. For example, work about expressing a point of view could draw on objectives in every column: class discussion might inform the writing which follows, drama enhance empathy with the views of others, and reading an exemplar passage provide a model for the organisation and style of writing. Teachers are encouraged to find ways of clustering together complementary objectives.

Progression

The Framework supports effective transition between Key Stages 2 and 3 by building on the work done through the National Literacy Strategy in primary schools. Year 7 of the Framework includes the revision and consolidation of objectives in the primary Framework, but it also offers new challenges. It promotes year-by-year progression within Key Stage 3 by providing a clear set of expectations for each year, and ensuring that these expectations are challenging enough to contribute to raising standards for pupils of all abilities.

Progression in English has different dimensions. It involves increasing the level of conceptual challenge, the depth of understanding and the breadth of application of skills. This means a developing ability to make connections between points that are not apparently related and to apply skills and sensitivities in a widening range of contexts. This means that skills are not merely covered once, but are often revisited and developed as 'strands' of objectives that feature with increasing sophistication across Years 7, 8 and 9.

Key objectives

In each sub-section of the Framework, certain key objectives have been identified in boldface print. These objectives are key because they signify skills or understandings which are crucial to pupils' language development. They are challenging for the age group, and selected because they are important markers of progress. They are not the only signs of progress, but they are critical ones. They have been selected to help teachers in defining targets and as a focus for assessment.

Over the three years of the Key Stage, the key objectives trace a critical path of progress for pupils. In some cases, the objectives address the same developing skills over three years, but sometimes the focus changes. This reflects the way certain strands rise in significance whilst others are secured and therefore assume less prominence.

It is hoped that teachers will use the objectives to:

- translate numerical targets into curricular objectives, defining what pupils need to do to achieve the standards expected;
- focus teaching on those things that will move pupils on;
- inform assessment tasks, so that critical indicators of progress are addressed.

Differentiation and support

The Framework is for all pupils in Key Stage 3. We start from the assumption that all pupils are entitled to our highest expectations and support, and that all will be taught the objectives, although some pupils will need additional support and others will need to be challenged and extended. Effective differentiation ensures that teaching can be based on the Framework whatever the ability range of the class. Teachers already have a repertoire of strategies to differentiate work for

different levels of ability, for example through questioning, adjusting the demand of the task, and the use of additional support. They interpret objectives for the less able without resorting to a separate curriculum. There are many demanding objectives to extend able pupils, and the choice of text or context will sometimes add challenge to a familiar task.

Provision has been made within the Framework for those pupils entering Year 7 who have not yet secured the very important skills that enable them to be independent readers and writers. The Word and Sentence level columns include revision and consolidation objectives for those pupils who need them. Teachers should consider each class and decide who, if anyone, needs the opportunity to consolidate earlier learning. Sometimes whole classes need this work, and sometimes it is a substantial minority of pupils in a class. It is unlikely that pupils who are out of step with their peers will pick up unlearnt skills incidentally.

An important element of the Key Stage 3 Strategy is using targeted intervention to help pupils to catch up with their peers as quickly and effectively as possible. The Standards and Effectiveness Unit (SEU) has developed a suite of half-termly Literacy Progress Units for pupils who enter Year 7 at level 3 experiencing difficulties with any, or all, of the following:

- writing organisation: organising writing into sentences and paragraphs;
- information retrieval: locating, extracting and evaluating information;
- spelling: learning rules and developing strategies;
- reading between the lines: using inference and deduction;
- phonics: understanding and using phonics to improve accuracy;
- sentences: developing a wider repertoire of sentence structures.

The aim is to provide focused and practical methods of catching up for pupils who are out of step with their peers, and to achieve this as early as possible. The emphasis is on applying what has been learnt so that pupils transfer skills into their everyday work in English and in other subjects.

Further guidance on inclusion, i.e. pupils with Special Educational Needs (SEN), pupils with disabilities, pupils who are learning English as an Additional Language (EAL) and supporting gifted and talented pupils, is given in Section 4 of this document.

Covering the National Curriculum

Balancing range and progression

The Framework embraces the requirements of the National Curriculum for English, and lays out a clear line of progression to be charted in teaching plans. In planning to deliver the range of texts required by the National Curriculum, teachers will choose and use texts to deliver the objectives. In this way, pupils in one school studying, for example, *Treasure Island* and *Animal Farm*, will, one way or another, have covered the same objectives by the end of the key stage as pupils in another school who have studied quite different texts.

Studying a range of texts remains an important principle: range contributes to progression in the secondary years because it enables pupils to generalise about their reading experiences, compare and evaluate texts against each other, and to become more discriminating readers. The real challenge lies in building progression into these reading experiences. Progression is defined by the Framework as a planned increase or refinement of skills, understanding and knowledge, and not simply progressing through the pages of set texts. In practice, this means that the teaching of texts is informed by objectives, and the challenge is to match texts and objectives at the planning stage, so that justice can be done to both.

Meeting the literature requirements of the National Curriculum

The National Curriculum for English prescribes the range of literature to be studied over Key Stages 3 and 4:

- two Shakespeare plays;
- drama by major playwrights;
- two pre-1914 fiction texts;
- two post-1914 fiction texts;
- four pre-1914 poets;
- four post-1914 poets;
- recent and contemporary works;
- writers from different cultures and traditions;
- literary non-fiction;
- information and reference texts;
- media and moving image texts.

Departments should map out when and where they will teach whole texts, and occasional opportunities to revisit different types of text over the five years. For example, pupils may encounter scenes by Shakespeare in primary school, or in Year 7, before studying a whole play in Year 8 or 9.

There is clearly a balance to be achieved between providing classroom time to support the reading of longer texts, and the imperative to secure progression. Having clear objectives lends pace and focus to the study of longer texts; there is less need to teach all possible angles on the text and more reason to focus on those aspects which cluster around the objectives. The aim is to provide enjoyable encounters, which serve the objectives well but do not demand a disproportionate commitment of time. Teachers already use a repertoire of techniques (such as the use of priority passages, support tapes, abridgement, televised extracts and recapitulation) to move quickly through longer texts without denying attention to the details and quality of the text.

Literacy across the curriculum

Language is the principal medium of learning in school, and every teacher needs to cultivate it as the tool for learning in their subject. Other subjects do more than simply police English across the curriculum, or nurse pupils with poor skills. Teachers have a genuine stake in strong language skills because language enables thought. Language goes beyond just 'writing up' what is learnt and 'looking up' information in a text; it is in acts of reading and writing that meanings are forged, refined and fixed. Finding the right words, giving shape to an idea, articulating what is meant: this is where language is synonymous with learning.

The Framework applies across the curriculum because pupils read and write across the curriculum. For pupils, spelling in science is pretty much the same process that they use in say, art or geography. The pupil writing an essay in history could well be drawing on skills learnt in English, and practised in other subjects such as R.E. The challenge is to ensure the transfer of skills from one lesson to another by making literacy skills part of the explicit teaching agenda in all lessons, and to maintain high and consistent expectations across the curriculum.

All but a handful of the objectives have relevance across the curriculum. The best practice is seen in schools where all departments plan systematically to address language issues related to the subject, for example in reading textbooks, writing essays and learning key words. Moreover, expectations in these schools are consistently high, and the senior management ensure that school policies such as target-setting and the marking policy are implemented, monitored, reviewed and improved.

The training for Literacy across the Curriculum shows how schools can organise their action plans around a few key objectives. For schools that already have well-developed cross-curricular priorities, QCA's *Language for Learning* objectives offer a more general model for language development in the subjects.

Approaches to Teaching and Learning

The Key Stage 3 National Strategy underlined the importance of teaching to clear, unambiguous objectives in ways which engage pupils in active learning, and securing these in everyday use.

Schools are diverse, but the principles of teaching and learning on which the current pilot is founded are universal and well established in research and practice.

The Key Stage 3 National Strategy promotes **teaching** that is:

- informed by clear, challenging and progressive objectives;
- direct and explicit,
- highly interactive;
- inspiring and motivating;
- varied in style and distinguished by a fast pace and strong focus;
- well-pitched to pupils' needs;
- inclusive and ambitious.

The Key Stage 3 National Strategy promotes **learning** that is:

- active and highly-motivated;
- purposeful;
- creative and imaginative;
- reflective;
- secured in use and meaningful in context;
- increasingly independent;
- harnessed to personal or group targets.

To achieve this highly-engaging and fast-paced teaching, the Key Stage 3 National Strategy is committed to supporting teachers to develop a range of effective teaching styles:

- direction: to ensure pupils know what they are doing, and why;
- demonstration: to show pupils how effective readers and writers work;
- modelling: to explain the rules and conventions of language and texts;
- scaffolding: to support pupils' early efforts and build security and confidence;
- explanation: to clarify and exemplify the best ways of working;
- questioning: to probe, draw out or extend pupils' thinking;
- exploration: to encourage critical thinking and generalisation;
- investigation: to encourage enquiry and self-help;
- discussion: to shape and challenge developing ideas;
- reflection and evaluation: to help pupils to learn from experience, successes and mistakes.

The implications of this for lesson organisation are few, but very significant:

- more explicit teaching, with attention to Word and Sentence level skills;
- an emphasis on learning rather than just completing coursework or getting through set texts;
- use of the whole lesson for planned teaching, and less time spent on unplanned circulation around the groups, making optimum use of the teacher's expertise and time;
- increased opportunities for whole class interaction;
- frequent, fast-paced revision of insecure skills at Word and Sentence level;
- the use of shared time rather than independent time to ensure the transfer of skills into everyday use.

The National Literacy Strategy has already developed ways of working more effectively in these ways, through the use of:

- shared reading and writing – in which the teacher demonstrates and models the process of comprehension or composition with the whole class;
- guided reading and writing – in which the teacher dedicates substantial time in the lesson to stretch and support a particular group;
- plenaries to consolidate the learning objectives;
- investigations – in which pupils explore language and work out its rules and conventions;
- whole-class interaction – in which all pupils are expected to respond, rather than individuals;
- specific achievable targets – for groups and sometimes for individual pupils.

Because schools must work within different time constraints, there is no single structure for lessons using the Framework. The structure of the lesson must serve the objectives and observe the principles set out above. Experience in the pilot schools has confirmed that a lively interactive opening to the session with a sharp focus on specific objectives will engage pupils' attention and is fun. Frequent intensive sessions of this sort have a greater and more lasting effect than periodic 'skills' lessons. They provide an opportunity to address directly the revision objectives at Word and Sentence level without distorting the teaching of ongoing work. Starter activities are popular with the whole-ability range, but highly recommended for classes containing pupils who have not yet secured the Word level objectives. Teachers have also used them to introduce different sentence structures and other learning that can be revised in concise, focused sessions.

The following lesson structure is recommended to teachers using the Framework, but it is not intended to be a straitjacket. Teachers should adapt it to suit the objectives in hand and the length of the school lesson.

1. Short lesson starter activity (e.g. spelling, vocabulary) lasting 10–15 minutes
2 Introduce the main teaching points (e.g. teacher exposition or questioning)
3 Develop the main teaching points (e.g. through group activity)
4 Plenary to draw out the learning (e.g. through feedback and presentation), lasting 5–10 minutes

The starter activity may relate to the lesson that follows, but it may also relate to a series of starters developed over several lessons. Either way, it needs to be tied in to work over time, or in the lesson; isolated starters are less likely to have an effect. The starter activity strand can be identified

as a block of work in the medium-term plan. Once introduced, starter topics can be revisited as they arise in context during the rest of the lesson. For example, spelling rules can be noticed in shared texts, or sentence structures used in shared writing. Attention can be drawn to them without the necessity of breaking the flow of Text level work to teach more basic skills.

Very often, teachers will develop the main objective of a lesson by giving time for pupils to work in groups. This allows the teacher to work intensively with one group on the current objective, or to develop skills taught earlier in reading and writing. Guided sessions support pupils as they apply their new knowledge in context and the teacher is able to give immediate feedback. It may be used, for example, to:

- support a group of weaker readers tackling a common text (e.g. helping them to infer and deduce meanings);
- give feedback on work in progress (e.g. written homework);
- consolidate an objective that has not been well-grasped by the group (e.g. revisiting insecure punctuation);
- review personal and group reading (e.g. discussing a text in progress with an able group).

Guided sessions make efficient use of teacher time when pupils are working independently, and pupils appreciate the access that guided sessions give them to the teacher. Teachers are encouraged to schedule regular opportunities to visit each group in the class for focused time of this sort.

The plenary at the end of the session is an opportunity to draw out the learning that has been achieved in the lesson and refer back to the objectives. It also allows a space to celebrate what has been achieved, and prepare pupils for the next step.

The teaching of sound literacy is one of the most important investments made by schools, especially for pupils entering at level 3 or below. Were they not already doing so, schools are expected to give at least three hours per week to English, and possibly more to those pupils who are out of step with their peers – the exact amount of time will depend on the needs of individual pupils.

The underachievement of boys in English compared with girls is already well documented, and it is also clear that standards of writing among boys are often significantly below their standards in reading. These patterns of achievement are not simply or quickly resolved, but there are several aspects of teaching promoted in these pages which can make a contribution:

- teaching to objectives that are shared with pupils;
- a sense of early gains, measurable progress, identified achievement;
- fast-paced lively lessons, rich in oral work and an interactive style;
- time given to non-fiction;
- texts and topics which will sustain the interest of boys, and cater for diverse tastes;
- balance between empathetic and analytic approaches to literature;
- role models, e.g. male writers in residence.

For more information about raising the achievement of boys and girls, see the DfEE website www.standards.dfee.gov.uk/genderandachievement.

Planning and Assessment

Using the Framework to plan the English curriculum

The *Framework for Teaching English Years 7, 8 and 9* provides objectives, or *what* to teach over the course of the year. The medium-term plan, often a half-termly document, maps out *when* and *in what context* it will be taught, e.g. through a unit of work. The short-term plan, probably a weekly document, defines *how* it will be taught.

Good planning is useful, manageable and worthwhile. The time and effort of planning is an investment for future years and will reduce the demands of paperwork in the long term. It also becomes quicker and easier with familiarity. Plans that are well constructed and meaningful do not have to be written in full prose or elegantly typed, though they do need to be accessible to others. Their prime purpose is to ensure progression and chart coverage, so teaching plans should include:

- for each unit of work – which objectives are to be addressed;
- for each year – evidence that all objectives are addressed;
- for the whole of Y7 to Y11 – coverage of the range of texts demanded by the National Curriculum.

The medium-term plan considers how a unit of work will unfold, for example how much time will be spent on certain texts and tasks, and where they will be addressed. It should give a view of the way the unit of work develops.

There is only one demand of the short-term plan: that it makes clear how the objectives will be taught. This means planning lessons around objectives which feature in that unit of the medium-term plan. It should be possible to trace an objective from the Framework through its location in the medium-term plan, through to when it will be taught in a lesson.

Planning formats and completed examples are available in the appendix and units of work are made available on the DfEE's website. Schools are welcome to adapt them to reflect the number of lessons they have, and the lesson structure they adopt. Many schools will wish to adapt their existing format, bearing in mind the requirements listed above. Although the Framework implies new emphases, it is expected that much of the existing Schemes of Work will be easily adapted. Most important is the need to organise teaching around specific objectives in the Framework: simply touching on them is not enough. Therefore, the job of measuring up existing Schemes of Work to the Framework is more than a tick-list activity: it is a matter of re-orientating what is done, rather than adding in extra topics.

For convenience, each objective has been given an abbreviated name tag. This is easier to identify than either numbers or the whole objectives. These are listed in the planning section of the appendix.

Assessment

As pupils come to terms with their new school, it is essential to continue to build their language skills. Teachers need to know what their pupils can already do. Many pupils now leave Year 6 with personal targets, records and a history of intervention, and this body of information can help secondary teachers to make a quick start on work that is well matched to pupils' capabilities. The 'clean sheet' approach is too slow, and allows pupils to fall back when they need to be challenged. As a minimum, schools should survey the information about incoming pupils to help them in planning the work of the first term, and then review individual records more closely when they have had three or four weeks of experience with individual pupils. This will alert them to unexpected changes in performance that need to be resolved and enable them to adjust teaching expectations accordingly.

Priorities for each new cohort can be derived from Key Stage 2 test results and the qualitative information provided by work sampling and other monitoring. This will help the school to translate its wider ambitions such as 'Improve writing' into numerical targets such as 'Increase by 5% the number of pupils writing at Level 4 by the end of Year 7' into curricular targets such as 'All pupils will be able to spell the high-frequency word list' or 'All pupils will remember to paragraph their work and use an effective opening sentence'.

The best assessment has an immediate impact on teaching, because it alerts the teacher to the needs of pupils who are either out of step or exceeding expectations. Assessment in this case is pro-active: it informs target-setting and helps to maintain the pace of learning for all pupils. Teachers who use whole-class interactive teaching methods get a clear and early view of individual competencies, and they are able to offer immediate support, so that pupils can keep up with the pace of work, and do not fall behind.

When teachers complete a unit of work around a text or a topic, there is an obvious opportunity to assess how well pupils have done against the objectives, and set targets for the future. This may mean, for example, a review of work completed in the unit, or a substantial assignment based on the key objectives. The results need not be elaborate: if the unit has gone well, it may just be a matter of identifying which pupils need extra feedback or consolidation, and setting new targets for the whole group. It may, on the other hand, suggest certain targets for particular groups and individuals. Some of these targets will take pupils on to new objectives, and others will ensure that insecure learning is consolidated. The principle is to mobilise assessments quickly into the setting of relevant and realistic targets.

During 2001, further work will support schools in the use of key objectives and target-setting.

section 2

YEAR

7

Teaching Objectives

Word level

Spelling

Pupils should revise, consolidate and secure:

1. **correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, ae, unstressed vowels; the influence of vowels on other letters, e.g. *doubling consonants, softening c*;**
2. pluralisation, including *-es* endings and words ending in *y*, *f* and vowels;
3. word endings, including vowel suffixes such as *-ing*; consonant suffixes such as *-ful*; modifying words ending in *y* or *e*; making choices between similar endings such as *-cian*, *-sion* and *-tion*;
4. prefixes, including antonym prefixes, e.g. *ir-*, *un-*;
5. the spellings of high-frequency words including common homophones;
6. the use of the apostrophe including: omissions; the possessive apostrophe; apostrophising plurals, e.g. *ladies' coats*, and words ending in *s*; the exception of possessive pronouns;
7. the spellings of key words in each subject.

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. **recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;**
9. sound out words phonemically and by syllables;
10. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

1. **extend their use and control of complex sentences by:**
   a) recognising and using subordinate clauses,
   b) exploring the functions of subordinate clauses, e.g. *relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch'*;
   c) deploying subordinate clauses in a variety of positions within the sentence;
2. expand nouns and noun phrases, e.g. *by using a prepositional phrase;*
3. use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
4. keep tense usage consistent, and manage changes of tense so that meaning is clear;
5. use the active or the passive voice to suit purpose;
6. recognise and remedy ambiguity in sentences, e.g. *unclear use of pronouns*;
7. use speech punctuation accurately to integrate speech into larger sentences.

Paragraphing and cohesion

8. **recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. *when there is a shift of topic, viewpoint or time*;**
9. identify the main point in a paragraph, and how the supporting information relates to it, e.g. *as illustration;*
10. recognise how sentences are organised in a paragraph in which the content is not chronological, e.g. *by comparison;*
11. vary the structure of sentences within paragraphs to lend pace, variety and emphasis;

11. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features;
12. use the quartiles of a dictionary and find words beyond the initial letter;
13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.

Vocabulary

To continue developing their vocabulary, pupils should be able to:

14. **define and deploy words with precision, including their exact implication in context;**
15. use a dictionary and a thesaurus with speed and skill;
16. work out the meaning of unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia;
17. understand and have the terminology to describe the role of word classes, e.g. preposition, auxiliary verb;
18. understand and use correctly terms of qualification e.g. *fully, slightly, similarly, mostly*, and comparison, e.g. *less, fewer, more, most, ...-er /-est*;
19. investigate and apply lexical patterns, e.g. *adding -ify to an adjective to create a verb*;
20. expand the range of link words and phrases used to signpost texts, including links of time (*then, later, meanwhile*) and cause (*so, because, since*);
21. read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject specific use, e.g. *energy, resistance*;
22. draw links between words in different languages, e.g. *Haus - house; femme - feminine*.
12. organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;

Stylistic conventions of non-fiction

13. **revise the stylistic conventions of the main types of non-fiction:**
    a) *Information*, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples;
    b) *Recount*, which maintains the use of past tense, clear chronology and temporal connectives;
    c) *Explanation*, which maintains the use of the present tense and impersonal voice, and links points clearly;
    d) *Instructions*, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance;
    e) *Persuasion*, which emphasises key points and articulates logical links in the argument;
    f) *Discursive writing*, which signposts the organisation of contrasting points and clarifies the viewpoint;
14. recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. *science report, book review*;

Standard English and language variation

15. **vary the formality of language in speech and writing to suit different circumstances;**
16. investigate differences between spoken and written language structures, e.g. *hesitation in speech;*
17. use standard English consistently in formal situations and in writing;
18. identify specific ways sentence structure and punctuation are different in older texts.

YEAR

7

Text level – Reading

Research and study skills

Pupils should be taught to:

1. know how to locate resources for a given task, and find relevant information in them, e.g. *skimming, use of index, glossary, key words, hotlinks*;
2. **use appropriate reading strategies to extract particular information, e.g. *highlighting, scanning*;**
3. compare and contrast the ways information is presented in different forms, e.g. *web page, diagrams, prose*;
4. make brief, clearly-organised notes of key points for later use;
5. appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

6. adopt active reading approaches to engage with and make sense of texts, e.g. *visualising, predicting, empathising and relating to own experience*;
7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
8. **infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;**
9. distinguish between the views of the writer and those expressed by others in the text, e.g. *the narrator, quoted experts, characters*;
10. identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e.g. *popular websites*;
11. recognise how print, sounds and still or moving images combine to create meaning;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

1. **plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;**
2. collect, select and assemble ideas in a suitable planning format, e.g. *flow chart, list, star chart*;
3. use writing to explore and develop ideas, e.g. *journals, brainstorming techniques and mental mapping activities*;
4. review the legibility and neatness of their handwriting and set personal targets to improve presentation, using a range of presentational devices, on paper and on screen;

Write to imagine, explore, entertain

5. **structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;**
6. portray character, directly and indirectly, through description, dialogue and action;
7. use a range of narrative devices to involve the reader, e.g. *withholding information*;
8. experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme;
9. make links between their reading of fiction, plays and poetry and the choices they make as writers;

Speaking and Listening

Speaking

Pupils should be taught to:

1. **use talk as a tool for clarifying ideas, e.g. *by articulating problems or asking pertinent questions*;**
2. recount a story, anecdote or experience, and consider how this differs from written narrative;
3. tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;
4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Listening

6. **listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;**
7. answer questions pertinently, drawing on relevant evidence or reasons;
8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. *emotive vocabulary, verbal humour*;
9. recognise the way familiar spoken texts, e.g. *directions, explanations*, are organised and identify their typical features, e.g. *of vocabulary or tone*;

YEAR

7

Understanding the author's craft

12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure;
13. identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions, e.g. *in campaign material*;
14. recognise how writers' language choices can enhance meaning, e.g. *repetition, emotive vocabulary, varied sentence structure or line length, sound effects*;
15. trace the ways in which a writer structures a text to prepare a reader for the ending, and comment on the effectiveness of the ending;
16. distinguish between the attitudes and assumptions of characters and those of the author;

Study of literary texts

17. read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. *sharing views, keeping a reading journal*;
18. give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event;
19. explore how form contributes to meaning in poems from different times and cultures, e.g. *storytelling in ballads*;
20. explore the notion of literary heritage and understand why some texts have been particularly influential or significant.

Write to inform, explain, describe

10. organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and signpost this clearly to the reader;
11. select and present information using detail, example, diagram and illustration as appropriate;
12. develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect;
13. give instructions and directions which are specific, easy to follow and clearly sequenced;
14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative;

Write to persuade, argue, advise

15. express a personal view, adding persuasive emphasis to key points, e.g. *by reiteration, exaggeration, repetition, use of rhetorical questions*;
16. find and use different ways to validate an argument, e.g. *statistical evidence, exemplification, testimony*;
17. write informal advice, anticipating the needs, interests and views of the intended reader, e.g. *how to make the most of an opportunity*;

Write to analyse, review, comment

18. identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view;
19. write reflectively about a text, taking account of the needs of others who might read it.

Group discussion and interaction

10. identify and report the main points emerging from discussion, e.g. *to agree a course of action including responsibilities and deadlines*;
11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;
12. use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking;
13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
14. acknowledge other people's views, justifying or modifying their own views in the light of what others say;

Drama

15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;
16. work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience;
17. extend their spoken repertoire by experimenting with language in different roles and dramatic contexts;
18. develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts;
19. reflect on and evaluate their own presentations and those of others.

YEAR

8

Teaching Objectives

Word level

Pupils should be taught to:

Spelling

1. review, consolidate and secure the spelling conventions covered in Year 7 which include:
   a) vowel choices;
   b) pluralisation;
   c) word endings;
   d) prefixes and suffixes;
   e) apostrophes;
   f) homophones;
2. revise and remember high-frequency spellings;
3. investigate lexical patterns in new vocabulary;
4. **learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns;**
5. secure the spelling of key terms and new words from across the curriculum;

Spelling strategies

6. **devise their own ways to improve their spelling, building on strategies from Year 7** including:
   a) maintaining a personal record of spelling difficulties and development;
   b) applying spelling rules and recognising exceptions;
   c) using dictionaries and spellcheckers where appropriate;
   d) sounding out and syllabifying;
   e) memorising critical features;
   f) drawing on word structures, families and derivations;
   g) using analogy.

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

1. **combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. *using non-finite clauses;***
2. explore the impact of a variety of sentence structures, e.g. *recognising when it is effective to use short direct sentences;*
3. to make good use of the full range of punctuation, including colons and semi-colons;
4. explore the effects of changes in tense, e.g. *past to present for vividness;*
5. recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities;

Paragraphing and cohesion

6. **explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. *by chronology, comparison or through adding exemplification;***
7. develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence, e.g. *choice of connectives, reference back, linking phrases;*

Stylistic conventions of non-fiction

8. know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing forms featured in specific subjects during the current year, e.g. *scientific investigation, historical analysis;*
9. adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes, e.g. *advertisements, documentaries, editorials;*

YEAR

8

Vocabulary

7. review and develop their ability to:
   a) recognise links between words related by word families and roots;
   b) work out the meaning of unknown words using context, syntax, etymology, morphology and other factors;
   c) understand and explain exactly what words mean in particular contexts;
8. understand and use key terms that help to describe and analyse language, e.g. *word class, noun phrase, subordinate clause, syntax, conditional*;
9. appreciate the precise meaning of specialist vocabulary for each school subject, and use specialist terms aptly in their own writing;
10. **extend the range of prepositions and connectives used to indicate purpose, e.g. *in order to, so that,* or express reservations, e.g. *although, unless, if*;**
11. appreciate the impact of figurative language in texts;
12. recognise how the degree of formality influences word choice;
13. understand the implications when a word is in quotation marks or is used ironically;
14. collect and comment on examples of language change, e.g. *new words associated with electronic communication and ICT.*

10. **identify the key alterations made to a text when it is changed from an informal to a formal text, e.g. *change from first to third person, nominalisation, use of passive verbs*;**

Standard English and language variation

11. **understand the main differences between standard English and dialectal variations, e.g *subject-verb agreement, formation of past tense, adverbs and negatives, use of pronouns and prepositions;***
12. explore and use different degrees of formality in written and oral texts, e.g. *formal speeches, informal journals*;
13. recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period;
14. draw on their knowledge of other languages to identify some of the differences and similarities between those languages and English.

YEAR 8

Text level – Reading

Pupils should be taught to:

Research and study skills

1. combine information from various sources into one coherent document;
2. **undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources;**
3. make notes in different ways, choosing a form which suits the purpose, e.g. *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval;*

Reading for meaning

4. review their developing skills as active, critical readers who search for meaning using a range of reading strategies;
5. **trace the development of themes, values or ideas in texts;**
6. recognise bias and objectivity, distinguishing facts from hypotheses, theories or opinions;
7. identify the ways implied and explicit meanings are conveyed in different texts, e.g. *irony, satire;*
8. investigate how meanings are changed when information is presented in different forms or transposed into different media;
9. recognise how texts are shaped by the technology they use, e.g. *the use of sound and image in a computer animation.*

Text level – Writing

Pupils should be taught to:

Plan, draft and present

1. experiment with different approaches to planning, drafting, proofreading and presenting writing, taking account of the time available;
2. **re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;**
3. use writing for thinking and learning by recording ideas as they develop to aid reflection and problem solving;
4. develop a fluent, legible handwriting style which can be maintained under time pressure;

Write to imagine, explore, entertain

5. **develop the use of commentary and description in narrative, e.g. *by addressing the reader directly;***
6. experiment with figurative language in conveying a sense of character and setting;
7. experiment with different language choices to imply meaning and to establish the tone of a piece, e.g. *ironic, indignant;*
8. develop an imaginative or unusual treatment of familiar material or established conventions, e.g. *updating traditional tales;*
9. experiment with presenting similar material in different forms and styles of poetry;

Speaking and Listening

Pupils should be taught to:

Speaking

1. **reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;**
2. tell a story, recount an experience or develop an idea, choosing and changing the mood, tone and pace of delivery for particular effect;
3. make a formal presentation in standard English, using appropriate rhetorical devices;
4. provide an explanation or commentary which links words with actions or images, e.g. *a sports commentary or talking to a sequence of images;*
5. ask questions to clarify understanding and refine ideas;

Listening

6. recognise their own skills, strategies and responses as listeners in different situations, e.g. *to lyrics, to directions, to information;*
7. **listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus;**
8. recognise the range of ways in which messages are conveyed, e.g. *tone, emphasis, status of speaker.*

YEAR 8

Understanding the author's craft

10. **analyse the overall structure of a text to identify how key ideas are developed, e.g. *through the organisation of the content and the patterns of language used*;**
11. investigate the different ways familiar themes are explored and presented by different writers;

Study of literary texts

12. record and review the development of their independent reading, and identify ways of increasing its scope and challenge;
13. **read a substantial text (novel, play or work of one poet) revising and refining interpretations of subject matter, style and technique;**
14. recognise the conventions of some common literary forms, e.g. *sonnet*, and genres, e.g. *Gothic horror*, and explore how a particular text adheres to or deviates from established conventions;
15. identify links between literary heritage texts and their times, e.g. *the social context of a nineteenth century novel*;
16. recognise how texts refer to and reflect the culture in which they were produced, e.g. *in their evocation of place and values*.

Write to inform, explain, describe

10. organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. *a technological process, an information leaflet*;
11. **explain complex ideas and information clearly, e.g. *defining principles, explaining a scientific process*;**
12. describe an event, process or situation, using language with an appropriate degree of formality, e.g. *a school prospectus*;

Write to persuade, argue, advise

13. present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections;
14. **develop and signpost arguments in ways that make the logic clear to the reader;**
15. give written advice which offers alternatives and takes account of the possible consequences, e.g. *money management for young people*;

Write to analyse, review, comment

16. **weigh different viewpoints and present a balanced analysis of an event or issue, e.g. *an environmental issue or historical investigation*;**
17. integrate evidence into writing to support analysis or conclusions, e.g. *data, quotation*;
18. write a critical review of a substantial text, taking account of the context in which it was written and the likely impact on its intended readers.

Group discussion and interaction

9. reflect on their individual strengths as contributors to group talk and identify points and opportunities for development;
10. **use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas;**
11. recognise and build on other people's contributions;
12. take different roles in discussion, helping to develop ideas, seek consensus and report the main strands of thought;

Drama

13. reflect on their participation in drama and identify areas for their development of dramatic techniques, e.g. *keep a reflective record of their contributions to dramatic improvisation and presentation*;
14. develop the dramatic techniques that enable them to create and sustain a variety of roles;
15. explore and develop ideas, issues and relationships through work in role;
16. **collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.**

Framework for teaching English: Years 7, 8 and 9

YEAR

9

Teaching Objectives

Word level

Pupils should be taught to:

Spelling

1. review all aspects of spelling covered in Years 7 and 8 and continue to improve their spelling by applying knowledge of spelling conventions;
2. **spell accurately all high-frequency words and new terms from all subject areas;**

Spelling strategies

3. **recognise their strengths as spellers, identify areas where they need to improve and use appropriate strategies to eliminate persistent errors;**
4. address personal difficulties with words through strategies which include:
   a) experimenting with different ways of learning and remembering difficult spellings, e.g. *mnemonics*;
   b) applying knowledge of word origins, families and morphology;
   c) identifying common spelling patterns and conventions in their growing vocabulary;
5. make use of different kinds of dictionary, thesaurus and spell checker;

Vocabulary

6. know and use the terms that are useful for analysing language e.g. *type of phrase or clause, conditional verb*;
7. **recognise layers of meaning in the writer's choice of words, e.g. *connotation, implied meaning, different types or multiple meanings*;**
8. recognise how lines of thought are developed and signposted through the use of connectives, e.g. *nonetheless, consequently, furthermore.*

Sentence level

Pupils should be taught to:

Sentence construction and punctuation

1. review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing;
2. use the full range of punctuation to clarify and emphasise meaning for a reader;
3. **write with differing degrees of formality, relating vocabulary and grammar to context, e.g. *using the active or passive voice*;**
4. integrate speech, reference and quotation effectively into what they write;

Paragraphing and cohesion

5. evaluate their ability to shape ideas rapidly into cohesive paragraphs;
6. **compare and use different ways of opening, developing, linking and completing paragraphs;**

Stylistic conventions of non-fiction

7. **analyse and exploit the stylistic conventions of the main text types, e.g. *parody*;**
8. investigate the organisation and conventions of ICT texts, e.g. *CD-ROM, e-mail, web pages*;

Standard English and language variation

9. **write sustained standard English with the formality suited to reader and purpose;**
10. explore differing attitudes to language, and identify characteristics of standard English that make it the dominant mode of public communication;
11. investigate ways English has changed over time and identify current trends of language change, e.g. *word meanings.*

YEAR

9

Text level – Reading

Pupils should be taught to:

Research and study skills

1. review and extend their own strategies for locating, appraising and extracting relevant information;
2. **synthesise information from a range of sources, shaping material to meet the reader's needs;**
3. increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes;
4. evaluate the relevance, reliability and validity of information available through print, ICT and other media sources;

Reading for meaning

5. evaluate their own critical writing about texts;
6. comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures;
7. **compare the presentation of ideas, values or emotions in related or contrasting texts;**
8. analyse how media texts influence and are influenced by readers, e.g. *interactive programmes, selection of news items;*

Understanding the author's craft

9. compare themes and styles of two writers from different times;
10. comment on interpretations of the same text or idea in different media, using terms appropriate for critical analysis;

Text level – Writing

Pupils should be taught to:

Plan, draft and present

1. review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development;
2. record, develop and evaluate ideas through writing, e.g. *essays, journals;*
3. **produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed;**
4. choose, use and evaluate a range of presentational devices, on paper and on screen;

Imagine, explore, entertain

5. **explore different ways of opening, structuring and ending narratives and experiment with narrative perspective, e.g. *multiple narration*;**
6. exploit the creative and aesthetic features of language in non-literary texts, e.g. *the use of figurative language or the cadence of sentences;*
7. explore how non-fiction texts can convey information or ideas in amusing or entertaining ways;
8. write within the discipline of different poetic forms, exploring how form contributes to meaning, e.g. *different types of sonnet;*

Speaking and Listening

Pupils should be taught to:

Speaking

1. reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement;
2. **use standard English to explain, explore or justify an idea;**
3. develop interview techniques which include planning a series of linked questions, helping the respondent to give useful answers, responding to and extending the responses;

Listening

4. reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts;
5. compare different points of view that have been expressed, identifying and evaluating differences and similarities;
6. analyse bias, e.g. *through the use of deliberate ambiguity, omission, abuse of evidence;*
7. **identify the underlying themes, implications and issues raised by a talk, reading or programme;**

Group discussion and interaction

8. review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development;
9. **discuss and evaluate conflicting evidence to arrive at a considered viewpoint;**
10. contribute to the organisation of group activity in ways that help to structure plans, solve problems and evaluate alternatives;

YEAR

9

11. analyse how an author's standpoint can affect meaning in non-literary as well as literary texts;

12. **analyse and discuss the use made of rhetorical devices in a text;**

Study of literary texts

13. review and develop their own reading skills, experiences and preferences, noting strengths and areas for development;

14. analyse the language, form and dramatic impact of scenes and plays by published dramatists;

15. extend their understanding of literary heritage by relating major writers to their historical context, and explaining their appeal over time;

16. **analyse ways in which different cultural contexts and traditions have influenced language and style, e.g. *black British poetry, Irish short stories;***

17. compare the themes and styles of two or more poets;

18. discuss a substantial prose text, sharing perceptions, negotiating common readings and accounting for differences of view.

Inform, explain, describe

9. **integrate diverse information into a coherent and comprehensive account;**

10. explain the precise connections between ideas with clarity and an appropriate degree of formality;

11. make telling use of descriptive detail, e.g. *eye-witness accounts, sports reports, travel writing;*

12. exploit the potential of presentational devices when presenting information on paper or on screen, e.g. *font size, text layout, bullet points, italics;*

Persuade, argue, advise

13. present a case persuasively enough to gain the attention and influence the responses of a specified group of readers;

14. **make a counter-argument to a view that has been expressed, addressing weaknesses in the argument and offering alternatives;**

15. offer general advice or guidelines for action adopting an impersonal style to suggest impartiality and authority;

Analyse, review, comment

16. **present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions;**

17. cite specific and relevant textual evidence to justify critical judgements about texts.

Drama

11. recognise, evaluate and extend the skills and techniques they have developed through drama;

12. use a range of drama techniques, including work in role, to explore issues, ideas and meanings e.g. *by playing out hypotheses, by changing perspectives;*

13. **develop and compare different interpretations of scenes or plays by Shakespeare or other dramatists;**

14. convey action, character, atmosphere and tension when scripting and performing plays;

15. write critical evaluations of performances they have seen or in which they have participated, identifying the contributions of the writer, director and actors.

section 3

Section 3 Appendices

Appendix 1 Planning exemplars

Example 1 is an extract from the long-term plan of an English department. It shows how units of work are organised in the spring and summer terms. Notice that units of work are conventionally organised around skills, texts and topics, but notice that they vary in length to suit the size and complexity of the topic, and sometimes overlap and run co-incidentally.

In the first half of the summer term for example, the teacher is teaching the spelling unit in the form of a short starter activity to each lesson. The Skellig unit then follows in the main body of the same lesson. At the start of the second half term, the same teacher is teaching three units in one lesson: the spelling starter, the main topic 'Points of View', and then a third about private reading by rotating through the groups during groupwork time to review personal reading and set reading targets for summer reading.

Example 2 provides two of the medium-term plans from the same school. These are the Spelling and Skellig units being taught at the beginning of the summer term. Notice that medium-term planning is organised as units of work which vary in length and in how they are delivered. The plans pinpoint which objectives will be taught and how the unit unfolds over the weeks it is running. Specific details are left to the short-term plan.

Examples 3, 4 and 5 illustrate what the planning looks like at a weekly level. In example 3 the school has three full English lessons and a half lesson each week. The objectives listed at the top are those from the medium-term plan which are addressed in this week. Notice the spelling starter activity at the beginning of each lesson, and then how each lesson unfolds around the novel. This weekly plan is organised around the recommended lesson structure, but the school applies it flexibly when lesson objectives demand a different structure. Examples 4 and 5 show schools that have three lessons of English per week.

Further examples of planning developed in conjunction with QCA can be found on the DfEE Standards Website which combine medium- and short-term plans in full units of work.

Example 1

Year 7

Spring term

First half term

Short Story Reading and Writing	Instruct, Direct and Explain	Places
Spelling – high frequency		

Second half term

Saying It Differently	Poetry Please	Note Taking	Video Diary
Vocabulary Builder – root and context		Sentence Builder – sentence structures to try and to borrow	

Summer term

First half term

Class Novel *Skellig*	Class Magazine Writing and media
Spelling – rules and strategies	

Second half term

Points of View Argument and persuasion	Women Poets Contemporary poets	Word Play Word class and homophones
Spelling – families		
Private reading – review and target-setting		

Framework for teaching English: Years 7, 8 and 9

Example 2

Title of Unit: *Skellig*

Year: 7	Term: 3	Duration: 5 wks	Set: Upper band

Objectives

Word

- W16 Word meaning in context

Sentence

- Sn2 Noun phrases

Reading

- R6 Active reading
- R8 Infer and deduce
- R12 Character, setting and mood
- R15 Endings

Writing

- Wr 3 Exploratory writing
- Wr 19 Write reflectively

Speaking and Listening

- S&L12 Exploratory talk
- S&L16 Collaboration
- S&L14 Modify views
- S&L15 Explore in role

Teaching sequence

Week 1:
Coverage: Chapters 1–6
Focus: First impressions and where they come from
Outcome: Establish journals

Week 2:
Coverage: Chapters 7–14
Focus: Characters, characterisation, dialogue
Outcome: Improvisation*

Week 3:
Coverage: Chapters 15–22
Focus: Narrative technique
Outcome: Text marking for style and vocabulary

Week 4:
Coverage: Chapters 23–29
Focus: Inferred meaning and prediction
Outcome: Alternative ending

Week 5:
Coverage: Ending and overview
Focus: Endings, morals and messages
Outcome: Formal review*

**Assessment pieces*

Example 2 (cont.)

Title of Unit: Spelling activities			
Year: 7	Term: 3	Duration: 1 term	Set: All

Objectives

Word

- W2 Pluralisation
- W3 Word endings
- W4 Prefixes
- W5 High-frequency words
- W8 Personal spelling
- W10 Analogy
- W11 Strategies for learning spellings

Teaching sequence

Delivered through activities at start of each lesson, i.e. 3 x 10–15 mins per week

Week 1 ES and IES plurals and start spelling logs

Week 2 VES and non-S plurals

Week 3 Prefixes and their meanings

Week 4 Antonyms

Week 5 Consonant suffixes and vowel suffixes

Week 6 SHUN endings

Week 7 LE/EL endings, ABLE/IBLE endings, ER/OR endings

Week 8 Learning strategies

Week 9 Common misspellings

Week 10 Spelling long words

Week 11 Test.* Set class and personal target lists

**Assessment piece*

Short-term plan

Example 3

Year: 7 Term: 3 Week: 1 Teacher: JH	Objectives ***Word*** • W2 Pluralisation ***Reading*** • R6 Active reading • R8 Infer and deduce ***Writing*** • Wr3 Exploratory writing ***Speaking and Listening*** • S&L12 Exploratory talk				School priorities ☐ Writing ☑ Spelling ☐ Inference
	Word/sentence activity (10 minutes)	**Introduction** (20 minutes)	**Development** (20 minutes)	**Plenary** (10 minutes)	**Homework**
Lesson 1 1 hour	*es* plurals • Word sort activity • Work out which endings need *es* • Listening game (for extra syllable)	Shared reading chapter 1 What questions and expectations does the text pose? Text marking on OHT	In groups: Read to end of chapter Collect impressions of the world he lives in. Underline words or phrases that give that impression * *Work with group A*	Collect key phrases Draw out differences between explicit information and implied meanings	Read chapters 2 and 3 Identify how first impressions are confirmed, changed or developed
Lesson 2 1 hour	*ies* plurals • Brainstorm *y* words • Sort *ys/ies* • Work out rule • Plural race	Recap chapters 2 and 3 Reread discovery of Skellig Pick out words and phrases Speculate about his origins	Individually: In journals, sketch the man from given information Jot down possible ideas about who he is and why he is there. Cite evidence from text * *Work with group B*	Share sketches and ideas Identify common features inspired by text	Read chapters 4 and 5 Predict how the story will unfold, and point to clues in text
Lesson 3 1 hour	• Test plurals	Share predictions Read to the end of chapter 6, picking out examples of sound effects, e.g. onomatopoeia, repetition, short sentences, alliteration. Note examples on paper	In groups, each looking at one technique: Go over chapters 4–6 and note examples on post-it notes Stick on posters *Work with group C*	Draw out common techniques and their effects Generalise about the writer's style	
Lesson 4 30 mins	In groups: Read chapters 7–8. Discuss presentation of *Skellig*. Note plot as a flow chart in journal (20 minutes) **Ten minutes with groups D, E and F* **Mrs Jones: guided reading with group A*				Homework: read up to end of chapter 9 Use journal to note impressions of Mina

Another short-term plan (from a different school)

Example 4

Year: 7 Term: 2 Week: 3 Teacher: Me	Objectives ***Word*** • W20 Connectives ***Sentence*** • Sn13c Explanation ***Speaking and listening*** • S&L3 Shape a presentation • S&L4 Answers, instructions, explanations • S&L5 Put a point of view • S&L19 Evaluate presentations				School priorities ☐ Spelling ☑ Sustained discussion ☐ Writing style
	Word/sentence activity (10 minutes)	**Introduction** (20 minutes)	**Development** (20 minutes)	**Plenary** (10 minutes)	**Homework**
Lesson 1 1 hour	School site spelling list: corridor, assembly, laboratory, field, entrance, gymnasium, refectory, library, apparatus, office, centre	• Brainstorm favourite/least favourite aspects of school environment and buildings • Collect wish list of changes • Explain the notion of a group presentation of an Alternative School Plan	In groups: • Select three best ideas • Brainstorm how to promote them • Anticipate objections • Develop ideas **Work with group E*	How to tackle possible objections: • deny • dismiss • ameliorate • outweigh • diminish • reframe	List possible objections and refute them
Lesson 2 1 hour	• Brainstorm criteria for a good oral presentation • Discuss range and strengths/weaknesses of different ways of presenting: OHT, drawings, talk, etc. • List persuasive devices, e.g. evidence • Link words and phrases for presenting a case: moreover, as a result, a further benefit, etc.		In groups, plan a presentation of proposals to improve the school site, agreeing: • content • features • roles Prepare resources **Work with groups B and C*		n/a
Lesson 3 1 hour	Remind about criteria In groups: rehearse presentations **Work with groups A and D* **Mrs Owen: work with group B*		Presentations and group feedback • What worked best? • What makes an effective presentation? • Vote for best		Self-evaluation Dos and don'ts of presentations

Another short-term plan (from a third school)

Example 5

Year: 7 **Term:** 3 **Week:** 8 **Teacher:** Me	**Objectives** *Word* • W3 Word endings *Reading* • R7 Identity main ideas • R14 Language choices • R19 Poetic form *Writing* • Wr2 Planning formats				**School priorities** ☑ Spelling ☑ Sustained discussion ☐ Writing style
	Word/sentence activity (15 minutes)	**Introduction** (15 minutes)	**Development** (20 minutes)	**Plenary** (10 minutes)	**Homework**
Lesson 1 1 hour	Brainstorm and sort *-shun* endings • *-tion* most common • *-sion* less common • *-ssion* sounds different • *-ssian* place names only • *-cian* after *-ic* endings	Introduce the poet: • factual information • slides	Split class into six groups, each with its own poem to consider: • work out topic, meaning and mood of the poem • identify one forceful line and what makes it memorable **Work with A group*	Brief initial feedback from each group about: • topic • mood • one forceful line Extrapolate first impressions of poet's work	Annotate sheet provided for first poem studied
Lesson 2 1 hour	List *-sion* words on board Groups identify base words and search for patterns • *-s/-se* words convert to *-sion* • *-d/-de* words convert to *- sion* • *zh* sound High-frequency list to learn	Jigsaw: new groups representing all six poems Each representative reports back on their poem, reading it aloud first, then explaining meaning, etc. Annotate rest of sheet ** Work with groups 2 and 6* **Mrs Smith to support John and Yasmin in group 3*		Draw out poet's main themes (e.g. death) and typical style (e.g. plain language)	n/a
Lesson 3 1 hour	Test high-frequency list Investigate *-tion* endings in groups	Pick out on OHT: • dated words and expressions in one poem • historical references	In groups: Pick out further clues, references and links to the poet's background **Work with groups C and D*	How the poet reveals and expresses her life and times	Use sheet to write a brief introduction to the poet and her poems

Framework for teaching English: Years 7, 8 and 9

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Appendix 2 Name tags

The following name tags are offered as shortened versions of each objective to avoid having to write them out in full during planning.

NLS Framework for teaching English

YEAR 7

WORD LEVEL

Spelling

1 Vowel choices
2 Pluralisation
3 Word endings
4 Prefixes
5 High-frequency words
6 Apostrophes
7 Key words

Spelling strategies

8 Personal spelling
9 Phonemes and syllables
10 Analogy
11 Strategies for learning spellings
12 Using a dictionary
13 Spellcheckers

Vocabulary

14 Word meaning in context
15 Dictionary and thesaurus
16 Unfamiliar words
17 Word classes
18 Qualification and comparison
19 Lexical patterns
20 Connectives
21 Subject vocabulary
22 Words in different languages

SENTENCE LEVEL

Sentence construction and punctuation

1 subordinate clauses
  a) types
  b) functions
  c) positioning
2 Noun phrases
3 Boundary punctuation
4 Tense management
5 Active or passive voice
6 Resolve ambiguity
7 Speech punctuation

Paragraphing and cohesion

8 Starting paragraphs
9 Main point of paragraph
10 Paragraph structure
11 Sentence variety
12 Sequencing paragraphs

Stylistic conventions of non-fiction

13 a) information
  b) recount
  c) explanation
  d) instructions
  e) persuasion
  f) discursive writing
14 Subject conventions

Standard English and language variation

15 Vary formality
16 Speech and writing
17 Standard English
18 Sentences in older text

READING

Research and study skills

1 Locate information
2 Extract information
3 Compare presentation
4 Note-making
5 Evaluate sources

Reading for meaning

6 Active reading
7 Identify main ideas
8 Infer and deduce
9 Distinguish writer's views
10 Media audiences
11 Print, sound and image

Understanding the author's craft

12 Character, setting and mood
13 Non-fiction style
14 Language choices
15 Endings
16 Author attitudes

Study of literary texts

17 Independent reading
18 Response to a play
19 Poetic form
20 Literary heritage

WRITING

Plan, draft and present

1 Drafting process
2 Planning formats
3 Exploratory writing
4 Handwriting and presentation

Imagine, explore, entertain

5 Story structure
6 Characterisation
7 Narrative devices
8 Visual and sound effects
9 Link writing and reading

Inform, explain, describe

10 Organise texts appropriately
11 Present information
12 Develop logic
13 Instructions and directions
14 Evocative description

Persuade, argue, advise

15 Express a view
16 Validate an argument
17 Informal advice

Analyse, review, comment

18 Present findings
19 Reflective writing

SPEAKING AND LISTENING

Speaking

1 Clarify through talk
2 Recount
3 Shape a presentation
4 Answers, instructions, explanations
5 Put a point of view

Listening

6 Recall main points
7 Pertinent questions
8 Presentational techniques
9 Oral text types

Group discussion and interaction

10 Report main points
11 Range of roles
12 Exploratory talk
13 Collaboration
14 Modify views

Drama

15 Explore in role
16 Collaborate on scripts
17 Extend spoken repertoire
18 Exploratory drama
19 Evaluate presentations

YEAR 8

WORD LEVEL

Spelling

1 a) vowel choices
b) pluralisation
c) word endings
d) prefixes and suffixes
e) apostrophes
f) homophones
2 High-frequency spellings
3 Lexical patterns
4 Complex and unfamiliar words
5 Key terms

Spelling strategies

6 a) personal spelling
b) spelling rules
c) dictionaries and spellcheckers
d) sounds and syllables
e) critical features
f) word formation
g) analogy

Vocabulary

7 a) word families
b) unfamiliar words
c) words in context
8 Use linguistic terms
9 Specialist vocabulary
10 Prepositions and connectives
11 Figurative vocabulary
12 Formality and word choice
13 Ironic use of words
14 Language change

SENTENCE LEVEL

Sentence construction and punctuation

1 Complex sentences
2 Variety of sentence structure
3 Colons and semi-colons
4 Tense shifts
5 Conditionals and modal verbs

Paragraphing and cohesion

6 Grouping sentences
7 Cohesion and coherence

Stylistic conventions of non-fiction

8 Subject-specific conventions
9 Adapting text types
10 Informal to formal

Standard English and language variation

11 Standard English and dialect
12 Degrees of formality
13 Change over time
14 Compare languages

READING

Research and study skills

1 Combine information
2 Independent research
3 Notemaking formats

Reading for meaning

4 Versatile reading
5 Trace developments
6 Bias and objectivity
7 Implied and explicit meanings
8 Transposition
9 Influence of technology

Understanding the author's craft

10 Development of key ideas
11 Compare treatments of same theme

Study of literary texts

12 Independent reading
13 Interpret a text
14 Literary conventions
15 Historical context
16 Cultural context

WRITING

Plan, draft and present

1 Effective planning
2 Anticipate reader reaction
3 Writing to reflect
4 Handwriting at speed

Imagine, explore, entertain

5 Narrative commentary
6 Figurative language
7 Establish the tone
8 Experiment with conventions
9 Rework in different forms

Inform, explain, describe

10 Effective information
11 Explain complex ideas
12 Formal description

Persuade, argue, advise

13 Present a case persuasively
14 Develop an argument
15 Advice about options

Analyse, review, comment

16 Balanced analysis
17 Integrate evidence
18 Critical review

SPEAKING AND LISTENING

Speaking

1 Evaluate own speaking
2 Develop recount
3 Formal presentation
4 Commentary
5 Questions to clarify or refine

Listening

6 Evaluate own listening
7 Listen for a specific purpose
8 Hidden messages

Group discussion and interaction

9 Evaluate own contributions
10 Hypothesis and speculation
11 Building on others
12 Varied roles in discussion

Drama

13 Evaluate own drama skills
14 Dramatic techniques
15 Work in role
16 Collaborative presentation

YEAR 9

WORD LEVEL

Spelling

1 Revise spelling conventions
2 High-frequency words

Spelling strategies

3 Evaluate own spelling
4 a) learning strategies
b) apply knowledge
c) identify patterns
5 Ways of checking

Vocabulary

6 Terminology for analysis
7 Layers of meaning
8 Connectives for developing thought

SENTENCE LEVEL

Sentence construction and punctuation

1 Complex sentences
2 Punctuation for clarity and effect
3 Degrees of formality
4 Integrate speech, reference and quotation

Paragraphing and cohesion

5 Shape paragraphs rapidly
6 Paragraph organisation

Stylistic conventions of non-fiction

7 Exploit conventions
8 Conventions of ICT texts

Standard English and language variation

9 Sustained standard English
10 Attitudes to standard English
11 Trends over time

READING

Research and study skills

1 Information retrieval
2 Synthesise information
3 Note-making at speed
4 Evaluate information

Reading for meaning

5 Evaluate own critical writing
6 Authorial perspective
7 Compare texts
8 Readers and texts

Understanding the author's craft

9 Compare writers from different times
10 Interpretations of text
11 Author's standpoint
12 Rhetorical devices

Study of literary texts

13 Evaluate own reading
14 Analyse scenes
15 Major writers
16 Different cultural contexts
17 Compare poets
18 Prose text

WRITING

Plan, draft and present

1 Review own writing
2 Exploratory writing
3 Formal essay
4 Presentational devices

Imagine, explore, entertain

5 Narrative techniques
6 Creativity in non-literary texts
7 'Infotainment'
8 Poetic form and meaning

Inform, explain, describe

9 Integrate information
10 Explain connections
11 Descriptive detail
12 Effective presentation of information

Persuade, argue, advise

13 Influence audience
14 Counter-argument
15 Impartial guidance

Analyse, review, comment

16 Balanced analysis
17 Cite textual evidence

SPEAKING AND LISTENING

Speaking

1 Evaluate own talk
2 Standard English
3 Interview techniques

Listening

4 Evaluate own listening skills
5 Compare points of view
6 Analyse bias
7 Identify underlying issues

Group discussion and interaction

8 Evaluate own contributions
9 Considered viewpoint
10 Group organisation

Drama

11 Evaluate own drama skills
12 Drama techniques
13 Compare interpretations
14 Convey character and atmosphere
15 Critical evaluation

Framework for teaching English: Years 7, 8 and 9

Appendix 3 Key Stage 3 spelling lists

General spelling list

The following list of spellings was compiled by a number of secondary schools who all identified the following words as common errors among this age group.

The list is not intended for blanket teaching, because most pupils will know how to spell most of the words, but it is recommended that early in Year 7, pupils should be helped to learn those spellings about which they still are uncertain.

accommodation
actually
alcohol
although
analyse/analysis
argument
assessment
atmosphere
audible
audience
autumn
beautiful
beginning
believe
beneath
buried
business
caught
chocolate
climb
column
concentration
conclusion
conscience
conscious
consequence
continuous
creation
daughter
decide/decision
definite
design
development
diamond
diary
disappear
disappoint
embarrass
energy
engagement
enquire
environment
evaluation
evidence
explanation
February
fierce
forty
fulfil
furthermore
guard
happened
health
height
imaginary
improvise
industrial
interesting
interrupt
issue
jealous
knowledge
listening
lonely
lovely
marriage

material
meanwhile
miscellaneous
mischief
modern
moreover
murmur
necessary
nervous
original
outrageous
parallel
participation
pattern
peaceful
people
performance
permanent
persuade/persuasion
physical
possession
potential
preparation
prioritise
process
proportion
proposition
questionnaire
queue
reaction
receive
reference
relief
remember
research
resources
safety
Saturday
secondary
separate
sequence
shoulder
sincerely
skilful
soldier
stomach
straight
strategy
strength
success
surely
surprise
survey
technique
technology
texture
tomorrow
unfortunately
Wednesday
weight
weird
women

Common homophones and confusions

advise/advice
a lot of
affect/effect
allowed/aloud
bought/brought
braking/breaking
choose/chose
cloth/clothe
conscience/conscious
course/coarse
our/are
practise/practice
quiet/quite
sites/sights
source/sauce
thank you
threw/through
to/too/two

Subject spelling lists

These lists of subject spellings were compiled by a number of secondary school departments. They identified the words listed as being words that were often needed and often incorrectly spelt. Schools may use these suggestions as the basis for local lists suitable for their own topics and needs.

The list is not intended for blanket teaching, because all pupils will know how to spell some of the words. However, it is recommended that pupils should be helped to learn those spellings about which they are uncertain.

Art

abstract
acrylic
charcoal
collage
collection
colour
crosshatch
dimension
display
easel
exhibition
foreground
frieze
gallery
highlight
illusion
impasto
kiln
landscape
palette
pastel
perspective
portrait
sketch
spectrum

D and T

aesthetic
brief
carbohydrate
component
design
diet
disassemble
evaluation
fabric
fibre
flour
flowchart
hygiene
ingredient
innovation
knife/knives
linen
machine
manufacture
mineral
natural
nutrition
polyester
portfolio
presentation
production
protein
recipe
sew
specification
technology
tension
textile
vitamin

Drama

applause
character/characteristics
costume
curtain
director
dramatise
entrance
exit
freeze

improvise
inspire
lighting
movement
perform/performance
playwright
position
rehearse/rehearsal
role
scene/scenario
script
share
spotlight
stage
theatre/theatrical

English

advertise/advertisement
alliteration
apostrophe
atmosphere
chorus
clause
cliché
comma
comparison
conjunction
consonant
dialogue
exclamation
expression
figurative
genre
grammar
imagery
metaphor
myth
narrative/narrator
onomatopoeia
pamphlet
paragraph
personification
playwright
plural
prefix
preposition
resolution
rhyme
scene
simile
soliloquy
subordinate
suffix
synonym
tabloid
vocabulary
vowel

Geography

abroad
amenity
atlas
authority
climate
contour
country
county
desert
employment
erosion
estuary
function
globe
habitat
infrastructure
international
landscape
latitude
location
longitude
nation/national
physical
pollution
poverty
provision
region/regional
rural
settlement
situation
tourist/tourism
transport/transportation
urban
wealth
weather

History

agriculture/agricultural
bias
castle
cathedral
Catholic
chronology/chronological
citizen
civilisation
colony/colonisation
conflict
constitution/constitutional
contradict/contradiction
current
defence
disease
document
dynasty
economy/economic(al)
emigration
government
immigrant
imperial/imperialism
independence
invasion
motive
parliament
politics/political
priest
propaganda
Protestant
rebel/rebellion
reign
religious
republic
revolt/revolution
siege
source
trade
traitor

ICT

binary
byte
cable
cartridge
CD-ROM
computer
connect/connection
cursor
data/database
delete
disk
document
electronic
graphic
hardware
icon
input
interactive
interface
Internet
justify
keyboard
megabyte
memory
modem
module
monitor
multimedia
network
output
password
preview
processor
program
scanner
sensor
server
software
spreadsheet
virus

Library

alphabet/alphabetical
anthology
article
author
catalogue
classification
content
copyright
dictionary
editor
encyclopaedia
extract
fantasy
genre
glossary
index
irrelevant/irrelevance
librarian

magazine
non-fiction
novel
photocopy
publisher
relevant/relevance
romance
section
series
system
thesaurus

Mathematics

addition
adjacent
alternate
angle
amount
approximately
average
axis/axes
calculate
centimetre
circumference
corresponding
co-ordinate
decimal
degree
denominator
diameter
digit
divide/division
equilateral
estimate
equation
fraction
graph
guess
horizontal
isosceles
kilogram
kilometre
litre
measure
metre
minus
multiply/multiplication
parallel/parallelogram
negative
numerator
percentage
perimeter
perpendicular
positive
quadrilateral
questionnaire
radius
ratio
recurring
reflect/reflection
regular/irregular
rhombus
rotate/rotation
square
subtraction
symmetry/symmetrical
triangle/triangular
tonne
vertex/vertices
vertical
volume
weight

Music

choir
chord
chromatic
composition/conductor
crotchet
dynamics
harmony
instrument/instrumental
interval
lyric
major
melody
minim
minor
musician
octave
orchestra/orchestral
ostinato
percussion
pitch
quaver
rhythm
scale
score
semibreve
synchronise
syncopation
tempo
ternary
timbre
triad
vocal

PE

active/activity
agile/agility
athletic/athlete
bicep
exercise
field
gym/gymnastic
hamstring
injury
league
medicine
mobile/mobility
muscle
personal
pitch
quadriceps
qualify
relay
squad
tactic
tournament
triceps

PSHE

able/ability
achieve/achievement
addict/addiction
approve/approval
communication
control
dependant/dependency
discipline
discussion
effort
emotion/emotional
encourage/encouragement
gender
generous/generosity
involve/involvement
prefer/preference
pressure
racism/racist
reality
relationship
represent/representative
reward
sanction
sexism/sexist
stereotype

RE

baptism
Bible/biblical
Buddhist/Buddhism
burial
celebrate/celebration
ceremony
Christian
commandment
commitment
creation
disciple
faith
festival
funeral
Hindu/Hinduism
hymn
immoral/immorality
Islam
Israel
Judaism/Jewish
marriage
miracle
moral/morality
Muslim
parable
pilgrim/pilgrimage
pray/prayer
prejudice
prophet
religious/religion
shrine
sign
Sikh/Sikhism
special
spirit/spiritual
symbol
synagogue
temple
wedding
worship

Science

absorb
acid
alkaline
amphibian
apparatus
chemical
circulate/circulation
combustion
condensation
cycle
digest/digestion
element
evaporation
exchange
freeze
frequency
friction
function
growth
hazard
insect
laboratory
liquid
mammal
method
nutrient
organism
oxygen
particles
predator
pressure
reproduce
respire/respiration
solution
temperature
thermometer
vertebrate
vessel

section 4

Section 4 Additional Guidance on Inclusion

Inclusion

The National Curriculum handbook for Key Stages 3 and 4 contains in its introduction a statutory statement on inclusion, which sets out guidance for teachers on the provision of effective learning opportunities for **all** pupils. Three principles are established as essential to the development of an inclusive curriculum:

1. Setting suitable learning challenges

Setting suitable learning challenges means the teaching of knowledge, skills and understanding in ways which maintain high expectations whilst also meeting the abilities and learning needs of the pupils.

This may entail reference to the *Framework for teaching English* objectives from an earlier or later year group and, in the case of pupils working significantly below age-related expectations, the use of programmes of study as a resource for planning appropriate learning experiences.

2. Responding to pupils' diverse learning needs

To respond to pupils' diverse learning needs, schools must provide an environment for learning which secures opportunities for all pupils to achieve, and recognises the differing interests, experiences and strengths which will influence their learning.

In order to respond to the diverse needs of pupils, teachers are required to:

- create effective learning environments, i.e. those within which pupils will feel secure and that their contributions are valued;
- secure motivation and concentration, e.g. by varying content and presentation to match learning needs, e.g. presenting work related to cultural experience, setting appropriate challenges for those whose ability, interest and understanding are in advance of their language skills;
- provide equality of opportunity through teaching approaches, e.g. *by facilitating access by the use of appropriate supports, aids or intervention*
- use appropriate assessment approaches;
- set targets for learning.

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

To overcome potential barriers, schools must recognise and address particular learning and assessment requirements.

Three broad groups of pupils are described:

1. Pupils with Special Educational Needs (SEN)
Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases, the needs of the individual will be met through greater differentiation of tasks and materials. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities. This may be augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need.

2. Pupils with disabilities
Not all pupils with disabilities will have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use for everyday life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

3. Pupils who are learning English as an Additional Language (EAL)
Pupils for whom English is an additional language have diverse needs in terms of the support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of such pupils to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help them develop their English and participate in all subjects.

This additional guidance provides general advice on provision for pupils with special educational needs and those learning English as an additional language.

Including pupils with Special Educational Needs (SEN)

Literacy is the key to achievement in all subjects. Every pupil is entitled to our highest expectations, and the opportunity of a challenging curriculum. The government is committed to challenging every child to achieve the best possible progress, no matter how far behind or ahead of their peers they lie.

The Green Paper 'Excellence for all Children' acknowledged that pupils defined as having special educational needs may be educated in a range of settings including mainstream schools, units attached to mainstream schools, pupil referral units or some combination of these. Some pupils may receive home tuition or be taught whilst in hospital.

The National Curriculum 2000, in its 'General Teaching Requirements' sets out statutory expectations for the inclusion of pupils with special educational needs and those with disabilities. This guidance offers advice on the teaching of literacy skills to a variety of pupils, who may fall within the following broad categories:

Progress units

A large and important group of pupils face relatively minor difficulties in learning, reflected in attainment of levels of literacy below those expected at entry to Year 7. Pupils in this group may have been disadvantaged by factors associated with background or schooling. Some have had significant gaps in their education because they missed school, or experienced temporary hearing, physical, visual or emotional problems; others have had poor teaching at an earlier stage, or have been moved to a number of different schools. For these pupils, the Key Stage 3 National Strategy offers the opportunity to catch up.

The *Framework for teaching English* specifies the revisiting of unlearnt skills, and the forthcoming catch-up units for level 3 offer fast and focused attention to persistent difficulties. Crucially, the recommended teaching approaches, with their fast-paced, highly-focused and explicit teaching strategies will accelerate their progress. It is anticipated that teachers will differentiate the work and provide suitable support in English lessons for this group of pupils so that they can progress along with their peers. For pupils working at level 3 a set of Progress Units is provided for use in additional time or in lessons where this is appropriate. The units cover: Writing Organisation, Information Retrieval, Spelling, Reading Between the Lines, Phonics and Sentences.

Pupils with disabilities

There is another smaller group of pupils who are capable learners but who need special provision to access the curriculum. Some need to use signs, symbols, Braille, radio microphones or electronic communicators. Others need to use ICT to assist them with recording or reading their work. Although they often need time to become proficient with aids, to operate them at lesson speed, complete tasks and respond in lessons, expectations should remain high, and energy focused on maximum access and independent learning. Support for these pupils should generally take place within the mainstream classroom, tackling objectives suitable to their age group.

Cleo attends a mainstream secondary school. Each year group is divided into two bands and she is in the upper band. She has a specific learning difficulty. She is very articulate and able to generate very good ideas within her writing. However, she has significant problems in recording her work. She is reluctant to put pen to paper although she is often prepared to describe her ideas orally. She has a laptop but does not always have it when she needs it. There are no additional adults in the class to help with scribing the work. The teacher uses a range of strategies to overcome the writing difficulties that are particularly acute when extended writing is necessary. The department has a computer, which will take speech recognition software, and Cleo has been trained to use this. She also uses a tape recorder to tape her thoughts and they are typed and given to her on disc to amend and redraft. Sometimes she works with another pupil and they produce a piece of joint work. A target in her Individual Education Plan (IEP) is to write one page independently each week. Cleo has one lesson per week with a special needs teacher. These lessons are planned with the class teacher to ensure that they coincide with a lesson when pupils are undertaking a piece of extended writing and take place in the English classroom. One piece of work has to be handwritten for each module and that is usually completed during the lesson with a special needs teacher.

James attends a mainstream secondary school and is taught in a mixed-ability Y7 class for English. He uses a Brailling machine and needs appropriate printing and other ICT devices, including a talking dictionary and thesaurus. In most respects he can work independently with the rest of the class. The teacher also ensures that key learning points are repeated at the end of a whole-class session discussion and again at the end of the lesson. This benefits a number of pupils who have difficulty in recording or retaining key facts.

James has one English lesson a week with a specialist teacher who ensures that he has understood the key learning points from the previous week's work. She plans this lesson with the class teacher to coincide with a time when pupils are involved in independent writing tasks. Sometimes she works with James in the class and is able to advise on any additional strategies that are necessary. A learning support assistant is given the texts for the current module of work and he prepares a Braille version prior to the lesson. James is unable to interpret the visual cues that are necessary to understand the subtlety of pupils' views about characters and text. During these times, the teacher ensures his friend Sam describes quietly the visual clues to assist his understanding. For example, in a discussion about a character that uses 'an evil look' to intimidate someone, a pupil may make a face that describes this. Sam explains this to James.

Pupils who are out of step – i.e. working well below national expectations for their age group.

Another group of pupils will be working well below national expectations at levels 1 or 2, and teachers will recognise a need to adapt their teaching and modify their objectives. Teachers need to consider each of the objectives for the work in hand, and decide which ones are appropriate for these pupils, and which are not. Where they are appropriate, they should be taught. The main task is to decide what kind of differentiation strategy will support them. However, it may be the case that part or all of an objective is unsuitable because vital foundation skills are missing. In the first place, teachers could consider if the objective can be simplified. The National Literacy Strategy *Framework for teaching for Year Reception–Year 6* is a useful resource for finding progressive objectives leading up to the challenges of Year 7.

> Jason in Year 7 will find it difficult to manage the objective Y7 Sn 5:
> 'Keep tense usage consistent, and manage shifts of tense so that meaning is clear to the reader.'
> His teacher judges that he could achieve: 'Use tense consistently.'
>
> For groupwork time, she arranges a group of three children for whom this is also a suitable objective, and helps them to go over a recent piece of written work, amending the underlined verbs to a consistent tense. This is a Guided Writing group, which she will revisit over the next few weeks. She sets the simplified objective as a group target.

Sometimes the objective cannot be simplified because the pupil lacks the underpinning skills or pre-requisite knowledge. In this case, it is appropriate to cast back for foundation objectives on which to build. For example, a pupil might need to do foundation work on phonics rather than investigating more advanced spelling rules. To succeed, pupils may need extra time, a helper, or a programme of additional support materials.

Such support might be deployed during English time if the planning allows. Additional adults, for example, can be effectively deployed when other pupils are also pursuing independent work. Another alternative is to commit extra curriculum time to allow additional teaching. This has the benefit of allowing pupils time in the lesson to consolidate the work in hand: it is not in their interests to miss out on the important work that goes on at this point in the lesson.

A school's capacity to provide parallel sessions depends on the availability of staff, the deployment of the Special Needs department and the organisation of the curriculum. In general, support should be organised around working in the English classroom with peers, and additional time used to tackle vital skills that cannot be accommodated in the lesson. Care must be taken to be realistic about the timing and extent of the additional work; pupils working at level 1 and 2 are entitled to a full and rich curriculum. Literacy should liberate them in the other subjects, and not deny them access. Each child is a different case, and provision should reflect their profile of needs.

The Department for Education and Employment is developing a set of foundation units aimed at particular skills, which are commonly needed by pupils below level 2. Even where pupils have achieved a particular competence in literacy, they may not be able to transfer those skills across all subjects. They need help to apply their literacy skills to subject materials and in a range of contexts.

Pupils working significantly below age-related expectations

Another group of pupils are working pre-level 1 for the majority of their secondary education.

> 'For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and the requirements of their pupils.'
>
> *Inclusion statement, National Curriculum 2000*

Challenging targets for these pupils may be found in the earliest stages of the primary *Framework for teaching* and addressed in the context of the Key Stage 3 curriculum.

> Mrs Hillier teaches a class of eight pupils working between P level 2 and level 1. They are all Key Stage 3 pupils. She works closely with a neighbouring secondary school. She has chosen to work on extracts from Hiawatha as a pre-1914 poem. She plans so that pupils at the lowest level are exploring and responding to rhythms whilst the more able pupils also work identifying initial letter sounds and recognising high-frequency words from the text. Some also use symbols to write their own poems.
>
> The pupils perform their poems and in doing so, explore the events of the poem in role (Y7 S and L 15 – a key objective). At the end of the unit of work the class will perform extracts from Hiawatha together with pupils from the secondary school.

For pupils working at the 'P' levels for most of their school lives, communication skills should be taught daily, and developed towards early literacy in small steps. Pupils will benefit from the experience of shared activities based on texts, group oral work, a shared reading and communicating through images, ICT and drama. All these experiences contribute to growing literacy.

Pupils with emotional and behavioural difficulties

Many pupils with emotional and behavioural difficulties have poor literacy skills as a result of their inability to maintain concentration and persevere with tasks. When this group is given work which is pitched at too low a level, they become demotivated and disaffected. The *Framework for teaching English* will ensure high expectations of their learning and offer structured lessons where the expectations and routines are well established.

The four-part lesson structure provides pace and routine. Pupils who have difficulties in concentrating have more opportunities to change activities and maintain interest and motivation. Teachers should invest time in establishing routines of work in the lesson, particularly at the transition between one activity and another. Plenaries at the end of the lesson can be used to review behaviour as well as their work.

Pupils with communication difficulties

Pupils with communication difficulties face particular challenges in literacy. The emphasis should be on enabling their progress through clear, effective teaching, which builds confidence and participation. Pupils who have autistic spectrum disorders do require well-structured lessons with clear routines and predictable parts. Experience in primary schools suggests that they work best when teaching is explicit and challenges are direct and well-focused. Some pupils with speech and language impairments have no other developmental difficulties and English lessons provide the opportunity to work alongside peers, practising and discovering strategies to overcome their difficulties.

Individual Education Plans (IEP)

An IEP should include one or two short-term literacy objectives if pupils have difficulties related to language. It is helpful if these objectives are drawn from the *Framework for teaching English*. Teachers should evaluate pupils' progress towards the expected outcomes regularly and check that the targets are sufficiently challenging and broken down into appropriately small steps. If necessary, targets can be taken from the primary *Framework for teaching*.

Some pupils may need time outside English lessons to work on the objectives but they should also have many opportunities within English. Members of the English team should work closely with the SENCO to ensure that any additional support, or particular intervention provided is identified within a pupil's IEP. The English team should also contribute to evaluating pupils' progress in relation to literacy-focused IEP targets.

Roles and responsibilities

Where there is additional adult support for pupils within English lessons, the roles and responsibilities of the adults should be clearly understood. The aim is still to enable pupils to participate as independently as possible. The support should not be seen as a substitute for careful thinking about appropriate teaching strategies for including everyone in the lesson.

The success of this strategy depends on good working relationships between the English Department and the special needs department. The staff should work together to clarify roles and ensure that the skills and resources available from those staff are used effectively to support pupils, particularly in developing their reading and writing. Where members of the special needs

department teach English to certain groups, care must be taken to ensure these pupils have access to the full English programme of study. The school's senior managers should plan and monitor the timetable carefully to get the best out of the staff resources available.

Many English departments and special needs departments will need to consider their timetabling arrangements in the light of this guidance. The withdrawal of pupils from English should be avoided because they need to maintain the development of their literacy skills along with the rest of the class. More than most, they need to consolidate new learning as well as addressing unlearnt skills.

Pupils learning English as an Additional Language (EAL)

The inclusion of pupils learning EAL is a fundamental principle articulated in the National Curriculum 2000. It sets out statutory expectations for their inclusion. The NLS objectives and teaching and learning approaches provide a focus on clear, unambiguous objectives in ways which engage pupils in active learning.

The *Framework for teaching English* provides for planned progression in language skills, understanding and competence. It encompasses the ability to recognise, understand, use and manipulate the conventions of both oral and written language. Revision and consolidation objectives enable pupils to revisit insecure areas of learning while continuing to develop other aspects of language with which they are confident.

Clear learning objectives will support pupils learning EAL when they are used in a context that builds on prior attainment, and when pupils are fully aware of the substance and purpose of the work. Furthermore, the delivery of objectives through teaching which is highly interactive and discursive, and which allows for participative whole-class and group work, will help pupils learning EAL, especially if teachers take full account of their specific needs.

This guidance offers general support to mainstream and specialist teachers and language support staff and will be useful to those responsible for the management of literacy at whole-school level.

Inclusive teaching of pupils learning EAL

A broad and varied population of pupils learn EAL. Some will be literate in other languages, some will be learning to speak English as well as to read and write in English, and others will be able to hold conversations in English but will need help to use and apply it across the curriculum. Some may not need extra provision, and others may need specific support with specialist or colloquial vocabulary. They will need strategies for accessing text and differentiated or alternative outcomes to tasks. It is important

that all their teachers have information about their educational history and their literacy skills in their first language, as these will be significant factors to their progress in learning English. This information is vital in planning how best to teach these pupils and in assessing their progress within all subjects.

> Mohammed is a pupil in Y7 whose oral expression is sophisticated. He is able to retell a narrative text with great understanding and attention to detail as well as to explain and illustrate the meaning of a pun to the rest of the class. His oral response in all subject areas shows evidence of good levels of understanding, but he finds it difficult to express his thoughts and ideas in open-ended written exercises. Mohammed's teachers have found that he can clearly articulate his knowledge and understanding in written form when provided with a supportive fr...nework for teaching English. Visual aids such as photographs and questions, which guide his thinking, enable him to demonstrate a more realistic view of his knowledge.

Pupils who enter KS3 with little or no English will need particular support and guidance. However, experience from the NLS in primary schools has clearly signalled the benefits of including beginner learners of EAL and newly-arrived pupils in whole-class and small-group activities from the earliest possible stages. Where additional specialist language support staff are available they can provide advice on inclusive strategies, work with teachers to monitor progress, and where appropriate or practicable, give individual support within the whole-class setting.

> '...the language of the mainstream classroom does offer the best context for learning language, because bilingual pupils are learning English for the purpose of learning the language being taught and not in the abstract. Because group activities involve discussion, pupils can learn by listening to other pupils and by relating the discussion to what they see happening. They learn language in context which is how language is most effectively learnt.'
>
> Heilbronn, R and Jones, C (Eds)
> *New Teachers in an Urban Comprehensive School*
> Trentham, 1997

Effective teaching strategies for the inclusive teaching of pupils learning EAL include an emphasis on oral language through:

- carefully planned and structured teacher talk;
- ensuring pupils have ample opportunities to listen to well-spoken, standard English and to engage in activities before being asked to make a spoken or written response;
- developing pupils' spoken standard English through activities in which they are required to listen to, and engage in, extended talk, in settings where their efforts can be supported and developed (e.g. through collaborative work in small groups);
- making links between spoken and written English which clarify explicitly the similarities and differences.

'At present classrooms are rather like crowded swimming pools. Those who are competent dive in. Some take things slowly and concentrate on improving their style and performance, while others are there for a good time and do not mind making waves that disturb others. Those who are less competent may try to get in but are quickly discouraged and remain on the edges. Those who are learning have little support from the others and stand timidly on the sides waiting for the right time to enter. Sometimes they might dip their toes in but most often they walk away without getting wet. Rather than pushing people in or leaving them to fend for themselves, the situation needs to be organised so that everyone gets the opportunity to develop their skills and enjoy themselves without hindering the progress of others. I would therefore make the following proposals:

- all teachers need to be aware of how talk is used in class; by teachers themselves and by different groups of pupils;
- all teachers need to monitor the talk of their pupils and aim to improve the oral skills of all pupils in a range of styles and contexts;
- all teachers should set up ground rules for talk. There should be 'zero tolerance' of peer hostility;
- all teachers should use structured, planned talk as a learning tool linked to other activities including reading and writing;
- talk activities should happen regularly and be evaluated rigorously;
- there is a need to overcome the attitude prevalent among pupils that talk does not count as real work.'

Head of school EAL department praised by OFSTED in 1999

In English lessons, pupils learning EAL will benefit from the text-focused language and literacy work as well as from the demonstration, modelling and investigation of language structures and functions in the context of the reading and writing of formal styles of English. The *Framework for teaching English* provides for detailed progression through its planned increase in skills, understanding and language competence in a range of text types and contexts.

Where teaching is well matched to their needs, pupils learning EAL will derive great benefit from focused literacy teaching, because:

- it promotes explicit attention to language learning;
- pupils have opportunities to hear English spoken often and distinctly, to speak to the teacher and to each other, and to develop knowledge about language and language use within a shared and familiar context;
- class teaching provides pupils with helpful models of spoken English in real contexts;
- group work provides opportunities for intensive and focused teaching matched to learning needs.

In all subject lessons, pupils learning EAL will need support in accessing the particular language of classroom texts through the use of inclusive teaching strategies and meaningful activities.

'Pupils learning EAL will not have the same range and experience of English language in context as native speakers. They will need to learn about the cultural references in texts to enable them to understand the meaning. They will require support in understanding:

- inferential language and allusions embedded in texts;
- differential meanings of words in context;
- constructions used in particular genres;
- metaphorical use of language;
- culturally embedded language;
- use of dialect forms.'

Naldic Literacy Papers: Provision in Literacy Hours for Pupils Learning English as an Additional Language
Naldic, 1998

A range of supportive teaching strategies which focus on the relationship between subject content and language demands will assist pupils learning EAL to develop their English language skills in context. These strategies include:

- provision for visual support in order to enable pupils to conceptualise information and learning tasks when their knowledge of the subject language may be limited. This involves the use of a range of devices, for example objects, illustrations, labels, diagrams, use of video or computer graphics, provision of writing frames and grids;
- provision for pre-reading of texts where pupils can be introduced to key vocabulary and phrases and discuss the main ideas. This may, where appropriate and manageable, include the use of first language;
- provision for oral 'rehearsal' of written tasks in order to focus pupils' attention on the language required;
- probing understanding through targeted questioning and discussion;
- extending active reading tasks, e.g. DARTS, by reworking the ideas in their own words.

Teachers from the science and humanities faculties, working with a highly-skilled language support teacher, set out to revise several units of work so that developing bilingual pupils would be better able to understand and participate in the work of the class. They chose units on 'Migration' (geography), 'Islamic Civilisation' (history) and 'Living Things' and 'Cells and Reproduction' (science), and the starting point was the textbook in use, as much money had been invested in it.

The project took the EXIT (Exeter University) model of working with texts: activating prior knowledge; establishing purposes; locating information; adopting an appropriate strategy; interacting with text; monitoring understanding; making a record; evaluating information; assisting memory; communicating information. It looked at each of the stages within each unit of work and identified activities that could be developed through activities such as labelling diagrams (specialist vocabulary given), matching notes to pictures and using grids to extract and organise information.

The grids were particularly useful in helping pupils to focus on the main ideas in a text. When they come to produce a fuller response, they find they have all the information they need to support this in the grids. Grids are valuable for encouraging active reading of texts, and the extraction and classification of information. Even able pupils can miss detail and this strategy helps them to focus carefully on the messages. For developing bilinguals it provides the support they need.

The history and science teachers in this school outlined the major outcomes of these new teaching strategies:

1. EAL pupils more able to access work.
2. End-of-unit tests rewritten to include items bilinguals could attempt.
3. Existing worksheets unpacked or rewritten.
4. Learning tasks staged more carefully.
5. Content covered well and activities more engaging (i.e. more fun) for pupils.
6. Scientific learning improved.
7. Attainment levels raised in history.
8. Greater confidence with using different texts and extracting meaning (previously most pupils tended to copy blindly whereas with these strategies the reformulation of information is required).

Reported in the *HMI Survey of Literacy at KS3*

The role of language support staff

The role of specialist or language support staff will inevitably vary according to circumstances. However, it is essential that mainstream staff benefit from their expertise in order to provide an inclusive learning environment for pupils learning EAL, whether they are isolated learners or part of a larger group within a school.

For schools with few pupils learning EAL, support from specialist staff may be geographically remote, but the objectives can provide the focus for liaison. EAL specialists will have a clear sense of the language demands upon pupils both within English lessons and across the curriculum. Planning documentation can be annotated by specialist staff to indicate the specific language support required and to suggest appropriate teaching interventions.

Where specialist staff are available within the school itself, it is essential that they act in an advisory role as well as leading whole-class sessions or providing individual or small-group support to particular pupils. The recent OFSTED report Raising the Attainment of Minority Ethnic Pupils, (1999) noted that the most effective work by EAL staff involved a clear curriculum focus and a strong ethos of partnership between EAL and mainstream staff. This is well illustrated by the following extract from the report, based upon case study material from an effective school:

> 'The focus of the work is curriculum development. Support is focused in the core subjects of English, mathematics and science together with other language-rich subjects such as humanities and R.E. Departments have to bid in for support, making clear their commitment to the work and the nature of development required. The maths department, for example, has noted that EAL pupils find the language of investigative writing difficult, so the Section 11 team and maths department have written a new scheme together.'
>
> *Raising the attainment of Minority Ethnic Pupils*
> OFSTED, 1999

Where EAL teaching and support staff are available within lessons, they will play a crucial role in the provision of advice and resources.

The place of languages other than English

Pupils learning EAL who are already literate in another language and understand principles of phonology, spelling and grammatical conventions in that language will be able to bring that knowledge to bear when acquiring literacy skills in English. Pupils need to develop speaking and listening skills in order to develop literacy skills. However, literacy skills also help pupils to develop speaking and listening skills.

Pupils learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of the first language enables pupils to draw on existing subject knowledge and to develop English language skills in context. For example, a group of pupils can learn about paragraph organisation in their mother tongue.

Supporting and challenging gifted and talented pupils

The National Strategy for Key Stage 3 offers a good opportunity for thinking again about how to offer suitable programmes of work for gifted and talented pupils. Like other pupils, they are entitled to opportunities, support and challenges that will help them to reach their potential.

Able pupils are taught in a range of groupings: some are set and some are taught in mixed-ability classes and some are vertically grouped. Whatever setting is used by the school, able pupils will display a range of talents, including diverse reading experiences, wide-ranging interests and an astonishing array of capabilities.

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Teachers can meet some of these needs by differentiating tasks, offering personal support, targeting higher order questions, building in challenging open-ended tasks, and directing supplementary study outside the lesson. In addition, some schools use mentors, and many schools provide a responsibility post to cater for this group. The focus of this guidance is on the way teachers can stimulate and direct the able reader or writer in everyday lessons.

Identification of more able language users

Whatever the ability profile of the school, teachers should be alert to the presence of gifted and talented pupils. The important issue for schools and English departments is not to quibble about the labels, but be aware of the strong likelihood of a group of more able pupils in each school year, and provide the best curriculum programmes to meet their needs. Not all of these pupils will be regarded as talented across the whole range of school subjects, but any demonstrating linguistic attainment well in advance of those of the same age group should be given proper attention. Be aware, too, that ability can be hidden, for example, among second language learners, shy pupils and those with special educational needs.

Being more able in regard to language and literacy skills usually refers to that small group of pupils, who enter secondary school each year:

- capable of demonstrating close reading skills and attention to detail;
- aware of the nuances of language;
- as fluent and confident readers, with defined tastes, and engrossed in reading;
- with developing incisive critical responses, demonstrating greater pleasure and involvement in language tasks than most other pupils;
- having developed the ability to read between the lines, and to make good connections across texts and within texts;
- usually able to articulate their intentions and choices in writing;
- recognising the intentions of other writers;
- most importantly – able to reflect more carefully on the sorts of language and linguistic engagements they are encountering.

Not all able pupils will demonstrate equal capabilities in all aspects of English. A great reader may not be as skilled in writing, for example, and many able pupils find safety from an anti-intellectual culture in silence. They may not all be reading 'harder' books, or writing accurate lengthy pieces of writing. Success may come in the form of penetrating wit, divergent thinking, delight in language or in-depth response, for example. Stereotypes should be avoided in the search for ability.

Identification of gifted and talented pupils is not an exact science. Its difficulties are increased as such pupils might not be immediately recognisable at the time of transfer to the secondary school, but only begin to display their abilities at a later stage. Particular texts, a motivating teacher, or other stimulating factors can all contribute to more able pupils discovering a medium to practise fully their latent talents. Teachers, therefore, need to be looking out for more able pupils through the key stage.

The identification of gifted and talented language users can only be possible in a school or departmental context where pupils are being provided with opportunities to exercise the sorts of interactions with texts which allow them to demonstrate their advanced skills. If pupils do not enjoy chances to show their mettle, then they will never be properly recognised for their capabilities, however able they might be. Attending to the needs of more able pupils often has the effect of causing teachers to analyse more carefully the needs of all pupils.

For LEAs and schools that are implementing the gifted and talented strand of Excellence in Cities, the Framework should provide support for their wider strategy to improve the education of gifted and talented pupils.

Developing gifted and talented readers and writers

Improving pupils' reading capabilities can be achieved if we provide the teaching and opportunity to:

- raise a repertoire of questions to put to texts as a way of preparing for a fuller reading;
- engage with texts, and seek meaning beyond the literal;
- develop skills of prediction at all stages of reading;
- make comparisons with other texts;
- consider the patterns in and structuring of texts;
- seeking degrees and levels of meaning(s);
- analyse literary effects and features of style;
- make judgements about the level of success, enjoyment, interest, or fitness for purpose of the text;
- explore what others may have made of the same text;
- explore related texts.

Similarly, gifted and talented writers make faster progress if teachers set out to identify, plan for and promote the following characteristics of the writing process:

- being absolutely clear about the purpose(s) of any writing;
- exploring in detail and agreeing the needs of the audience of the writing;
- rehearsing and discussing the characteristics of the text type or genre of writing being attempted, basing much writing on texts previously read and studied;
- setting up procedures for gaining feedback, then checking and rewriting work at the drafting stage;
- practising ways of making confident decisions about choices of language to underpin clear and intended meaning;
- writing occasional short, focused, intensively controlled pieces of text, with the ability to explain all its features;
- writing in a broad range of different contexts, including more challenging text types such as analysis, speculation and evaluation.

What teachers can do in the classroom

To challenge able pupils in reading, teachers might invite them to:

- respond to challenging questions in shared reading, which will prompt them to probe deeper into the meaning of a text or explore ideas of greater sophistication;
- enhance their reading through
  - a parallel text of a similar kind, to seek for related characteristics;
  - a quite different text to identify important differences;
  - a text by the same author, to explore related/different themes, approaches etc.;
- predict and justify the likely development of the plot, characters, relationships and narrative focus;
- characterise and generalise about similar text or text types or genres;
- raise their own key questions about a text;
- research or read ahead and brief the class on aspects of the text, especially if the class is not reading the whole text;
- consider further themes than those studied by the class;
- recast short texts in a new style or perspective;
- reflect on their own reading processes, for example, in a journal;
- make comparisons between the written versions of texts and their interpretation into film, television, etc, and explore the nature of different media.

And in writing:

- reflect on their own planning and revision processes, explaining their organisational decisions and language choices;
- write to stringent and challenging specifications, e.g. for publication;
- extend, play with or subvert a genre or text type;
- experiment with alternative ways of developing a piece of writing;
- develop keyboarding skills to allow them to operate word-processing equipment efficiently;
- offer word-processing and ICT planning, drafting and presentational skills as often as possible for more able pupils to explore alternative approaches to constructing their writing tasks;
- make relationships with pupils of their own ability from other schools, possibly in other countries, through internet links; to share their work and, even, take part in joint construction.

It should always be possible to ask 'What next?' of any pupil's writing, and gifted writers should always be asked how they might have enhanced any task before leaving it to move on to other topics.

Any English department discussing and developing the advice and suggestions contained within this section will not only be more carefully addressing the needs of its most able pupils, but also enriching the language learning possibilities for all its student population.

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